

FRENCH INDO-CHINA

time and money for an education that has given no practical results. This is only natural in view of the traditional link between diplomas and the Annamite civil service, but it is not so simple as it appears. Many whose brilliant promise is revealed by their diplomas dissipate their energies in a thousand wild schemes that never come to fruition, Almost as many diplomas were acquired for reasons of social or intellectual snobbery—a good position or a brilliant marriage—and they do not represent a cultured mind or zeal for further knowledge. Often their studies are not related to their future utility to the colony or to the openings available. If the more practical and less tradition-ridden Sino-Chinese have shown more interest in scientific studies, the Tonkinese still cling to literature and law,

ORGANIZATION

The organization of present-day Indo-Chinese education has been the result of many false steps and hesitations. It is too soon to pronounce it definitive, yet the hard school of experience in which it has evolved leads one to conclude that the framework has at last been made. The whole system is placed under a Director, the ex-Rector of a University who lays down the basic pedagogic principles, but the administration to his subordinates has finally had the courage to diverge radically from the French model; now in only higher education do the two meet each other. Its basis is the three R's, taught in the along with moral precepts, rules of hygiene, and attention to the history and geography of Indo-China, its agricultural history, with an optional course in the French language for those who wish to pursue their studies further. This course is limited to the very practical reason that the vast

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